DOCUMENT RESUME

ED 043 648 TE 002 104

TITLE A Non Graded Curriculum for Grades 10-12.
INSTITUTION Cuyahoga Falls City School District, Ohio.
PUB DATE [66]
NOTE 21p.

EDRS PRICE EDRS Price MF-$0.25 HC-$1.15
DESCRIPTORS *Composition Skills (Literary), Course Descriptions, Educational Objectives, *Elective Subjects, *English Curriculum, Evaluation Criteria, Individualized Programs, Language Instruction, *Literature, Reading Skills, Secondary Education, Sequential Learning, *Speech Instruction, Student Interests, Student Placement, Theater Arts

ABSTRACT

Some objectives of this non-graded elective English program are to individualize language arts instruction, to deepen student interest in and appreciation of literature, to provide more meaningful sequences of courses, and to capitalize on the teaching strengths of the English faculty. Courses are divided into three areas--composition and English usage, reading skills and literature, and speech and dramatics--with special attention given to placement problems and evaluation procedures and criteria. Appended are a brief bibliography, individual descriptions of the 36 semester courses, sample student programs for grades 10 through 12, criteria for evaluation of compositions, and a student attitude rating sheet. (MF)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED043648

TE 002 104

A Non Graded Curriculum for Grades 10-12
Cuyahoga Falls High School
Cuyahoga Falls, Ohio

I. Planning development of the project

The conception of the non-graded program in English grew out of an intensive curriculum evaluation conducted by the English faculty of Cuyahoga Falls High School during the 1964-65 school year. The program was further encouraged by state supervisors who inspected the high school in spring of 1964.

A committee of the English faculty began intensive work on a "prospectus" at the opening of school in the fall of 1964. At the same time, the high school principal sought and received approval from the state director of elementary and secondary education to continue planning along non-graded lines. One of the state secondary supervisors, Mr. Doyle K. Shumaker, was appointed to assist with the development of the program.

Copies of the "prospectus" and the "implementation" were mailed to a number of curriculum specialists and leaders in the English field for their review and comment. Many suggestions and comments were worthwhile and instructive. Consultants from Kent State University, Akron University, and Ohio State University also met with the initiators of the project and added their helpful suggestions.

The English faculty and the administrative staff continued during the 1964-65 school year to collect reports of any and all curriculum improvement, demonstration, and research projects which were in any way related to the content of this project. The Cooperative Research Projects A Seven-Year Summary, July 1, 1956 - June 30, 1963, published by the U. S. Office of Education was searched thoroughly for related projects. Some twenty were thought to pertain to this proposal, and copies of their reports were ordered by the Cuyahoga Falls Board of Education. Many of these projects are still in progress, and reports were not available. A bibliography of the materials from this source along with all other resources which were reviewed is in Appendix A.

Committees of the English faculty continued to work out curriculum policies, to develop course descriptions, to select content and approaches, to select standardized tests, and to make plans for implementation. The school administration kept a close interest and explored ways and means of financing the project.

Ultimately it was realized that to develop the proposed program to the extent envisioned, more than the tax funds available locally would be needed. In the spring of 1966, application was made for federal funds to aid in financing the implementation of the program under Title III, administered through the State Department of Education in Columbus. The proposal was approved and funds granted in June, 1966. Several members of the English staff worked during the summer to complete plans for putting the program into operation with the opening of school in the fall of 1966.

II. Rationale of program

An effective high school English program should strive to achieve the following goals:

a) To provide the fundamental skills in language for vocational proficiency or high education
b) To broaden the scope of the student's experiences in communication
c) To develop self-awareness
d) To develop social awareness
e) To develop an appreciation for literature
f) To provide activities which will enable the student to make better use of leisure time
g) To allow the talented student to develop special skills and special interests in the language arts.

Unfortunately, the traditional curriculum in English makes it difficult to achieve these goals. Most high schools, Cuyahoga Falls was among them, continue to follow the same pattern for the secondary school English program that was prescribed by the N.E.A.'s Committee on Uniform College Entrance Requirements just before the turn of the century. While the teaching of the sciences, mathematics, foreign languages, and other subject areas has been expanded and improved to meet the demands of our modern life, the teaching of English has changed very little. As a result, no other subject area has been as widely criticized by college administrators, businessmen, and the general public as has English. By the time students have reached their sophomore year, they have been at the conventional activities of English instructinn for at least three years. They approach their high school years with the attitude "here is more of the same" - and they are right.

Even the writers of textbooks used in these courses seem to conspire to keep the program unchanged. The February, 1964, Bulletin of the National Association of Secondary-School Principals reports the results of a three-year comprehensive analysis of all secondary textbooks in English: "...for all practical purposes the same body of grammatical knowledge is presented again and again in every grade from 7 through 12." Even an inspired teacher finds it difficult to elicit the student's attention in and involvement with the subject matter. If English is to be a meaningful part of the high school curriculum, it must find new ways to reach and stimulate the youth of today. Most important, it must meet the needs of the individual, whatever his future plans, and of the community of which he is part.

III. Abstract

Objectives:

The basic objective of a non-graded English program at Cuyahoga Falls High School is to individualize instruction in the English language arts and thereby to improve fundamental language skills, to develop better appreciation for literature, to broaden students' experiences in all the communication skills, and, while doing so, to increase their interest and their desire to understand and use their own language effectively.

It is believed that this basic objective can be more fully realized through the non-graded program described here than through the traditional program by (1) providing more meaningful sequences of courses, (2) providing students courses on the level of their achievement, (3) reducing needless repetition, (4) revitalizing student interest in studying the English language, (5) capitalizing on the teaching strengths of English faculty and (6) utilizing the best methods and approaches as they have been developed in the recent experimental projects and curriculum improvement programs over the country.

Procedures:

The means used in this curriculum improvement project at Cuyahoga Falls High School are to reorganize English subject matter into a variety of non-graded English courses and sequences of courses which are appropriate and fitted to individual needs and abilities. These courses are suitable to the variety of achievement levels, to the vocational and educational goals of students, and to the social and psychological development of our students.

Students in this school, as in most, enter their 10th grade year with achievement levels in language skills ranging from 3rd and 4th level to 13th and 14th grade level, as measured on standardized tests of achievement. In spite of this range, all students in the past were required to take a course called 10th grade English, which was a year course divided into composition-centered and literature-centered semesters.

This curriculum improvement program is designed to remove these traditional requirements for courses called 10th grade English and 11th grade English which fulfill State of Ohio and Cuyahoga Falls High School graduation requirements. Instead, students select (under proper guidance) courses which are more appropriate and meaningful for them. Such an arrangement does not violate present State of Ohio minimum standard for high schools. Certain courses are required of some students, but students who have demonstrated superior achievement (upper 25%ile on standardized tests of achievement) are not required to take basic grammar and composition courses which are repetitious and useless for good students.

The following variety of courses are offered to students without regard to grade placement in school. These courses, arranged in the three general areas of English language study can meet the individual requirements of both the terminal and the college-bound student. They cover the broad spectrum of the language arts, fitting the diverse interests of students, and presenting various levels of difficulty and challenge. The objectives of this curriculum improvement program will be realized through this non-graded reorganization. These courses are described briefly in Appendix B.

A. Composition and English Usage

1. English Usage Workshop
2. Basic English Usage
3. Expository Writing Workshop
4. Basics of Expository Writing
5. Research Techniques and Writing
6. Creative Writing
7. Journalism
8. Business English
9. Language Study
10. Individual Investigation
11. Yearbook Production

B. Reading skills and literature

1. Developmental Reading
2. Reading Workshop
3. American Literature (3 levels)
4. English Literature
5. World Literature
6. World Literature II
7. Shakespeare Seminar
8. Modern Novel
9. Classical Mythology
10. Contemporary Reading
11. Mass Media Survey
12. Individual Investigation

C. Speech and Dramatics

1. Basics of Speech
2. Advanced Speech
3. Parliamentary Procedure
4. Discussion
5. Argumentation and Debate
6. Oral Interpretation
7. History of the Theater
8. Acting
9. Technical Theater
10. Individual Investigation

The following curriculum policies provide the guidelines used in placing and assigning students in the various courses. The placement test scores cited are indications of a student's achievement in specific areas, but these scoresare not used as rigidly as the policies outlined below suggest. Both the student's previous achievements in English courses and teachers' recommendations are carefully considered, along with these scores, when placements are made.

1. All students study:

   a. A semester course in American Literature (taught on different levels, with different emphases and with different material.)
   b. A semester course in expository writing (remedial or fundamental.)

2. Students with special needs are placed as follows:

   a. Students who, on the placement test, score in the first quartile take the "English Usage Workshop."
   b. Students who, on the placement test, score in the fourth quartile are not required to take a basic English usage course.
   c. All students who are in the second and third quartiles in usage skills take the semester course in "Basix English Usage."
   d. Students who test below their "expectancy" in reading are placed in "Reading Workshop."

   NOTE: All percentile refer to national norms on the Green-Stapp Language Abilities Test or the Nelson-Denny Reading Test.

3. College preparatory students are expected to include:

   a. A semester course in English Literature
   b. A semester course in speech (particular course to be elected)

4. Advanced placement students pursue a specific program of enriched courses leading to an A. P. course in the 12th grade, which is to be added later.

5. Students may not take all of their required two units in the same area (usage and composition, reading and literature, or speech and dramatics). No more than one unit in each may be used to fulfill the two-unit graduation requirement (grades 10-12) (Because of requirements in the areas of usage and composition and literature, students will have ½ unit in each of these areas.)

6. Each student must take at least one English course during his 10th and 11th year in order to fulfill the statutory requirement of 2 units of English in grades 10-12.

7. Students may take additional English courses concurrently.

Three representative student programs are shown in Appendix C to illustrate the effect these curriculum policies have on individual students' schedules.

IV. Evaluation

A program of systematic, periodic evaluation will be essential to this program, not only for placing students into appropriate courses and sequences, but also for the appraisal of the program after it has been in effect.

There are certain, very specific phases of the total English program which can be measured by valid objective tests and interpreted i n terms of national norms. The Greene-Stapp Language Abilities Test Harcourt, Brace and World, Inc.) is used to determine proficiency in grammar skills and the Nelson-Denny Reading Test (Houghton-Mifflin Co.) to determine reading levels. The resuls of the language abilities test given at the end of the ninth grade indicate which students are required to enroll in the English Usage Workshop for a concentrated review of the fundamentals of usage, which are placed in the Basic English Usage course, and which students do not have any further formalized grammar course. Likewise, the results of the reading test, also administered at the end of the ninth grade, indicate which students need to be placed in the Reading Workshop. A different form of each of these tests will be administered at the end of each year to evaluate the effects of the non-graded program in these two measurable phases of the English program.

However, no really objective test has been devised by which to measure growth in compositional skills. Any form of teacher evaluation is, by its very nature, a subjective measurement. The problem is to determine with as much reliability and consistency as possible the individual student's writing ability before he enters this program, as he progresses through it, and when he has finished it. Since it is desirable that as great a degree of consistency in the evaluation of written composition as possible be achieved, a chart of criteria has been devised by which the efforts of the students can be evaluated. At the end of the ninth grade, each teacher will indicate the level of achievement generally reached by each student in the factors of writing ability listed on the chart. (1) Content, (2) Organization, (3) Mechanics, and (4) Flavor. To this chart he will attach a sample composition of the student's work which was written as a part of his year's classwork. (It will not be written for the express purpose of attaching it to this form.) He will select a composition which feels is an accurate representation of the student's compositional abilities, not his best or worst effort of the year. The chart and sample composition will be placed in a folder which is to be kept for each individual until he graduates. Each teacher who has the student thereafter in any English class, whether the course be basically a literature course or a writing course, will also fill out the criteria chart and submit a representative composition written in connection with the work of that particular course. Thus a continuing record will be kept of each student's development in writing skills, and a study of his folder at the end of the twelfth grade should reveal whether the program has succeeded in improving these skills.

Important too in the evaluation of this English program is the effect it has upon students' attitudes. These attitudes may be discerned from two sources, from the teachers who have the students in class and from the students themselves. Each teacher, beginning with the ninth grade, therefore, will check on a mimeo-graphed card the attitudes he has ob-

served displayed by each of his students. The student will also be asked to express in writing his attitudes toward the various aspects of the English curriculum at the end of the ninth grade and again at the end of the twelfth grade. He will further be asked to evaluate the high school English program and to indicate in what ways he feels it has met or failed to meet his particular needs. One additional indication of attitude may also be revealed by the number and nature of books listed on his cumulative reading record maintained throughout his high school years.

The satisfaction students have with the non-graded program will also be indicated by the number of English courses students elect to take in comparison to the number of courses taken in the traditional program.

The forms which have been devised for this evaluation are Appendix D and E.

V. Outcomes

It is believed that the undesirable qualities of the traditional English program can be eliminated through curriculum reorganization along non-graded lines. The following benefits are evident:

(a) Better individualization of instruction through courses tailcred to student needs.
(b) Reduction of the needless repetition of activities and content that currently plague the English curriculum.
(c) Broadening of the scope of the curriculum, providing a richer variety of subject matter to meet individual needs and interests.
(d) Provision for different kinds of instruction (survey, practical experience, seminar, etc.) for different kinds of students.
(e) Enhancement of motivation. No longer should the student feel he is taking "more of the same." Since he has a choice in selecting it, his attitudes toward English should improve.

The following outcomes are anticipated with this non-graded program:

(a) It will encourage students to take more English courses beyond the usual two units required in grades 10-12.
(b) It will provide greater flexibility in curriculum without appreciably changing the number of classes and the number of teachers involved.
(c) It will allow traditionally oriented and experiemental approaches to subject matter to be offered simultaneously.
(d) It will permit greater utilization of the teachers' backgrounds and interests. Each has the opportunity to teach what he can do best.
(e) It will allow the teacher more opportunity to formulate and work toward the fulfillment of definable educational goals than do the nebulous demands of the traditional curriculum.
(f) It will offer teachers the chance to make a satisfying use of their professional preparation.
(g) It will facilitate better communication between parents and teachers if the teacher knows the goals for which he and his students are working and can explain them enthusiastically.

APPENDIX A

Bibliography

Braddock, Richard, Lowell Schoer, and Richard Lloyd-Jones, Research in Written Composition, Chapaign, Illinois, National Council of Teachers of English, 1963.

Brett, Sue M., editor, "Project English Notes: Research Finding," in The English Journal, LIII (September, 1964), 465-469.

Carlson, G. Robert and John W. Conner, "New Patterns from Old Molds," in The English Journal, LI (April, 1962), 244-249.

Cooperative Research Projects, A Seven-year Summary, U. S. Department of Health, Education, and Welfare, Washington, 1964.

Evans, William H., "The Teacher of Secondary School English as Researcher," in The English Journal, LIII (February, 1964), 79-84, 109.

Iowa English Yearbook, The Project English Curriculum Studies: A Progress Report, Fall, 1964.

Ivey, Dorothy L., "The Non-Graded English Program," in The English Journal, LIV (February, 1965), 115-117.

Klang, Max, "To Vanquish the Deadliest Game: A New English Curriculum," in The English Journal, LIII (October, 1964), 504-515.

Klauser, Lucile, "Structural or Traditional Grammar?" i The Delta Kappa Gamma Bulletin, XXXI (Summer, 1965) 38-45.

Landry, Leonard P., High School Grammar-Composition: Demonstrating a Correlation of the Traditinnal and the Structural Methods of Language Analysis, Cooperative Research Project No. 1987, Colorado State College, Greeley, Colorado, 1965.

O'Donnell, Roy C., The Correlation of Awareness of Structural Relationships in English and Ability in Written Composition, Cooperative Research Project No. 1524, Mount Olive College, Mount Olive, North Caroline, 1963

Proceedings of The Allerton Park Conference on Research in the Teaching of English, December 2-4, 1962, sponsored by the United States Office of Education, in cooperation with the University of Illinois (Project No. G-1006, Contract No. OE3-10-058).

The Situation of English, articles reprinted from Publications of the Modern Language Association, LXXVIII (September, 1963).

Strom, Ingrid M., "Summary of Investigations Relating to the English Journal Arts in Secondary Education: 1962-1963," in The English Journal LIII (February, 1964), 110-135.

_____, "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1963-1964, " in The English Journal LIV (March, 1965), 238-255.

Suloway, Irwin J., and others, Promising Practices in the Teaching of English Chapaign, Illinois, National Council of Teachers of English, 1963.

Sutton, Joseph T. and Eliot D. Allen, The Effect of Practice and Evaluation on Improvement in Written Composition, Cooperative Research Project No. 1993, Stetson University, Deland, Florida, 1964.

"What's Happening in English," The Bulletin of the National Association of Secondary-School Principals, XLVIII (February, 1964).

"Writing's the Theme: Research Findings and Best Judgments Concerning the Teaching of Composition," Curriculum Report, No. 2, Washington, D. C., Curriculum Service Center, National Association of Secondary-School Principals, (December, 1964).

APPENDIX B

A. Composition and English Usage Courses

English Usage Workshop — 1 semester — ½ unit

This course is required of students who score in the first quartile on the Greene-Stapp test late in the ninth grade and whose previous grades in English have been low. These students have thereby revealed a need for a concentrated review of the fundamentals of English usage. Grammar, punctuation, capitalization, and spelling are covered. Also stressed during this semester are phrases, clauses, sentences, outlining, and vocabulary development. What the teacher teaches specifically in each class is determined by the particular needs of the students.

Basic English Usage — 1 semester — ½ unit

This course is required for students who score in the second or third quartile on the Greene-Stapp test administered late in the ninth grade and whose previous grades in English are consistent with this evaluation. It reviews the fundamentals of English usage in greater scope than does the English Usage Workshop. The elements of usage listed for the workshop are covered in this course, but with less drill and wider range. Sentence types are mastered. Verbals, numbers, moods, voices, cases, and tenses receive concentrated study.

Expository Writing Workshop — 1 semester — ½ unit

This course is designed for those students who were required to take the English Usage Workshop and follows that course in a sequential relationship. Its purpose is to provide the student with the fundamentals of good writing, with the emphasis on paragraph construction. The following skills are stressed: (1) paragraph development, (2) the writing of book reports, (3) outlining, (4) sound thinking, (5) precis writing, (6) the use of the library.

Basics of Expository Writing — 1 semester — ½ unit

This course is required for students who have completed Basic English Usage or who were exempt from this prerequisite because of high placement scores. Its purpose is to provide the student with a solid background in the discipline of writing controlled composition, with the emphasis upon the teaching of the principles of style and content in conjunction with actual writing experiences. The objectives of this course are the ability to prepare properly for composition through outlining and writing precis, abstracts, and paraphrases; mastery of a variety of paragraph patterns; development of individual expression within the bounds of disciplined form; application of critical standards to one's own writing and the writing of others; and the composition of papers of varying types and lengths.

Advanced Composition — 1 semester — ½ unit

Advanced Composition is a course for the college-bound student who has completed his requirement in Basics of Expository Writing but who wishes to refine and perfect those skills which he has already developed and to acquire the skills and experience for writing longer, more complex expositions. The content of the course will include the study of logic, culminating in the composing of persuasive and argumentative papers; the writing of critical and analytical papers based on selected literary works; and the constructing of other specialized compositions. Elements of research will be utilized in many of the papers.

Research Techniques and Writing — Every-other-day — 1 semester — ¼ unit

This course is designed for and strongly recommended for the college-bound students and for those who have successfully completed Basics of Expository Writing, a prerequisite of this course. Students learn to make evaluative judgments as to the quality and value of the variety of sources used in their research; they also learn the techniques of properly communicating these materials. The general subject matter includes paraphrases, footnotes, manuscript form and development, quotes, bibliographies, outlines, appendices (tables, diagrams, etc.) transition devices, and library science.

Creative Writing — 1 semester — ½ unit

In this elective course all writing is based on the use of imagination and the the student's own intellectual resources. Since no formal attention is given to matters of mechanics, organization, logic, or grammar except as they may be related to specific individual efforts of the students, only those who rank in the upper half on the Greene-Stapp test should elect this course. Students may choose to write in several different disciplines: poetry, prose, drama, essay, character sketches, etc. The student must have his counselor's and instructor's approval before he may take this course.

Journalism I — 1 semester — ½ unit

Journalism at the high school level is an exploratory course intended to give a limited introduction to the field of newspaper journalism only. Other phases such as radio and television writing, advertising, and public relation are introduced only incidentally.

Journalism is a two-semester course designated as Journalism I (basic principles of newspaper journalism involving the various types of writing and technicalities of make-up) and Journalism II (production of the school newspaper). Students may elect Journalism I if they have above average grades.

Journalism II — 1 semester — ½ unit

Admission to Journalism II is determined by (1) the successful completion of Journalism I and (2) the approval of the instructor. The staff is not to include more than 22 to 25 students. The work of this course consists of the publication of the school newspaper, Tiger Tales, every other week. A student may take this course more than one semester, but he cannot earn more than a single ½ unit of credit for it.

Business English — 1 semester — ½ unit

This semester course is organized to give both boys and girls the opportunity to practice and develop proficiency in the basic communication skills, both written and oral, important in the business world. Included in the basic content are a review of grammar and punctuation, the development of spelling and vocabulary, and the writing of business reports and letters.

Language Study — 1 semester — ½ unit

This course attempts to develop in the student a broader and more accurate concept of what language really is. It draws from the findings of modern linguists to show how language works. It acquaints students with the history of language, its nature as a symbolic system, its social and regional variations, and its dynamic quality and evolving nature. An understanding of word meaning is built through a direct vocabulary study as well as through a study of semantics and etymology. Recognition is made of the importance of connotation and levels of abstraction. This course is highly recommended for the college-bound student and should be scheduled during his second or third semester, if possible.

Individual Investigation — 1 semester — ½ unit

A capable student during his second or third year who elects to take this semester of individual investigation is assigned to a faculty member who guides him in his selection of a problem in the language arts, reading program or research activities to explore the problem, and final preparation of a paper or project to reveal his findings. This course permits the mature well-motivated student to take the initiative and responsibility for developing a particular aspect of the language arts in which he has great interest or aptitude. However, the problem he explores must be worthy of investigation and demanding enough to make the half-unit of credit valid. To insure steady progress toward the established goal, the student confers often with his advisor, although no regular class period is assigned to these meetings. Final evaluation of his semester's work is made by a committee (three English staff members and English supervisor or department chairman) which studies the report of his findings plus a written record kept by the student of his activities for the semester.

Yearbook Production — 2 semesters — ½ unit

Students are selected by the advisor after making application. Students study production techniques and publish the school yearbook, the Cuyahogan.

B. Reading Skills and Literature Courses

Developmental Reading — Every-other-day — 1 semester — ½ unit

Developmental Reading is a comprehensive and realistic approach to the reading problem - an individual approach. It begins by recognizing the reading proficiency which the pupil has already achieved, and builds upon those skills to gain greater achievement and appreciation. In truth, it begins where the student is and encourages him on to higher goals in speech, comprehension, vocabulary, and study skills. No letter grade is given.

Reading Workshop — 1 semester — ½ unit

The reading workshop is required of those pupils who show a definite handicap in reading ability on a standardized test administered late in the ninth grade (score below 25% on Nelson-Denny test).

Individual scientific testing will diagnose the student's needs. Areas which must be tested are (1) auditory, (2) mastery of phonics, (3) word attack skills, and (4) structural analysis. It is important to identify weaknesses in psychological, physical, emotional, and basic reading areas. Small group programs are worked out to help the individual. Low-ability, high-interest material is used, with corrective materials being stressed.

American Literature, track 1 — 1 semester — ½ unit

This course in American literature is designed for those students who have scored low on the Nelson-Denny test and who have indicated in previous English courses a difficulty with literature. Its purpose is to help students correlate what they read with their own individual lives. This is done through the reading and discussing of poetry, short stories, drama, and biographies of famous American figures from 1600 to the present, with the greatest emphasis on contemporary writings. In addition to the basic anthology, many outside resources are used to help students in their realization of this correlation, such as Scope magazine, speakers from the community, paperback books, newspapers and other periodical sources, audio-visual materials, etc.

American Literature, track 2 — 1 semester — ½ unit

A correlation of American history to American literature is made through the study of novels, poetry, essays, short stories, drama, and biographies of famous American figures. The purpose of this course is to develop critical analyses and evaluations of major American writers through the use of outside reading, discussions and compositions selected by the instructor. Students scheduled in to this class should score in the middle two quartiles on the Nelson-Denny Reading Test.

American Literature, track 3 — 1 semester — ½ unit

This course is an attempt to interpret American writings in relationship to the personal, social, and political tendencies which conditioned their writing. One of the primary objectives is to impress upon students that literature mirrors life and as such is a means to personal growth and maturation. In addition to the basic anthology, at least two novels are studied in depth, Students' compositions are based on the reading of the course. Students scheduled into this course must score in at least the top quartile on the Nelson-Denny Reading Test and have previous English grades consistent with this evaluation.

English Literature — 1 semester — ½ unit

This semester survey course in English literature is an elective recommended for college preparatory students. It is planned to give the pupil an introduction to the outstanding figures and works from the Anglo-Saxon age to the modern period, showing that the writings reflect the times from which they have come and that they can be applied to life situations. The basic anthology is enriched with additional readings. Students explore the etymology of the English language. Frequent writing assignments are related to the reading. Prerequisite is American literature.

Classical Mythology — 1 semester — ½ unit

This course consists of intensive reading, discussion, and writing on selected material from such sources as the following:

Homer - Iliad and Odyssey
Bulfinch - Mythology
Hamilton - Mythology and the Greek Way

Other sources may be added at the discretion of the instructor. The purposes are to provide a background for a study of Western literature, to gain a deeper understanding of the ancient and medieval basis for Western culture, and to develop a further knowledge of Western philosophical thought.

Contemporary Reading — 1 semester — ½ unit

Designed primarily for those who do not plan to attend college, this course is geared at stimulating in the student an interest in reading which will remain with him throughout his adult life. Goals include awakening a critical sense for good literature and worthwhile periodicals and newspapers, removing any barriers which impede understanding and interpretation, and helping the student to realize that reading can be enjoyable as well as informative.

Materials used to achieve these goals include drama, poetry, prose - fiction and non-fiction - mainly modern; and selected newspapers and magazines. Occasional writing assignments are correlated with the reading assignments, and vocabularies are strengthened.

Mass Media Survey — 1 semester — ½ unit

This course for the non-college bound student recognizes the importance in contemporary culture of five of the mass media—radio, television, movies, newspapers, and magazines. Its purpose is to create active, interacting citizens by improving their skills in viewing, reading, and listening through increased understanding of these popular arts and by up-grading student taste. It attempts to move students from uncritical assimilation.

To achieve these goals, the following approaches are used: (1) analysis of mass media as commentary on contemporary culture—as a reflection of an influence on the society from which they emerge; (2) study of conditions under which these arts are created—for example, the impact of economic forces and public opinion, the legal and ethical responsibilities of each media; (3) analysis of the peculiar demands of each form of expression; (4) development of standards of judgment by which to evaluate intelligently each of the popular arts; and (5) comparison of the various modes of communication— for example, a news event as handled in a weekly news magazine, on a radio newscast, and on a television news program.

World Literature I — 1 semester — ½ unit

World Literature I is a college preparatory course which gives an introduction to selected writings of the Oriental and Western world, with the special aim of showing how literature expresses the artistic, ethical, and philosophical imagination of each ethnic group. Analytical and evaluative composition is a basic requirement. This course presents writers from the Orient, from ancient Greece and Rome, and from the Medieval and Renaissance periods of Italy and Spain. English Literature is recommended as a prerequisite.

World Literature II — 1 semester — ½ unit

World Literature II is a college preparatory course which gives an introduction to selected writings of the Western world, with the special aim of showing how literature expresses the artistic, ethical, and philosophical imagination of each ethnic group. Analytical and evaluative composition is a basic requirement. This course presents writers from France, Germany, Scandinavia, and Russia. World Literature I is recommended but not required as a prerequisite.

Shakespeare Seminar — 1 semester — ½ unit

This seminar explores six to eight Shakespearean comedies, histories, and tragedies. As background for the student's understanding of the dramas, he must be able to relate Shakespeare to his time, visualize the Elizabethan theater with its limitations and advantages, understand the position of the theater in the Elizabethan life, and relate the literary works to the historic circumstances of their composition. Although he studies the structure of the plots, he is lured beyond mere plot concerns to (1) further emotional maturity through greater insight into human character and motive, the inner conflicts with which these characters struggle and the consequences of their actions; (2) intellectual stimulation through delving into the ideas and concepts which the plays present; (3) awareness of the language used to define these human conflicts and ideas and responsiveness to the poetic power of blank verse with its symbolism and imagery to mirror meaning; and (4) recognition of the reasons for the appeal which Shakespeare's plays have in our modern age.

Considerable work in oral expression is given with oral reports, panels, and discussions. In writing, the emphasis is on critical analysis. Thinking critically, reading deeply, writing precisely, listening concentratedly and perceptively, and speaking clearly and meaningfully are integrated throughout this semester seminar. English Literature is recommended as a prerequisite.

Modern Novel — 1 semester — ½ unit

Students read eight to ten modern novels to develop an understanding of the novel as an art form in the modern world. Novels are discussed, analyzed, and formally reported upon through written or oral reports, with the emphasis upon their literary and sociological values. This course is open to those students who score in the top two quartiles on the Nelson-Denny Reading Test.

Literary Interpretation — 1 semester — ½ unit

This course is for the prospective college student who still has much difficulty in making a close analysis of a piece of literature, a skill which most colleges will expect him to have. Its purpose is to provide him with the means by which he can arrive at an understanding of various kinds of literature—essays, short stories, novellas, poems, book reviews, literary criticism, and biographical sketches—and the confidence to express his analytical and critical views in both oral and written experiences. The selections used, primarily modern, will be either mimeographed or taken from paperbacks.

C. Speech and Dramatics Courses

Basic Speech — 1 semester — ½ unit

This course is designed to provide initial training in fundamental speech skills, techniques and attitudes, and to enable the student to participate more effectively in other courses of the total language arts program.

Emphasis is placed on helping students to develop speech skills which go into everyday life. Informal speech such as conversation, interviewing, and social situations is practiced in class with student participation. A voice and diction unit includes breathing exercises, articulation drills, and demonstration of the functions of the voice mechanism. Delivery elements include bodily action exercises in pantomime, gestures, eye contact, posture and platform movement. Organization and content is introduced for those types of occasions demanding such skills, and some practice is given in more formalized situations which may arise from civic or social obligations.

Advanced Speech — 1 semester — ½ unit

This course is designed to extend the range of oral activities and experiences of the student speaker. Attention is given to the standard formalized speech forms such as speeches to inform, convince, persuade, and entertain. These are followed by radio speaking, speeches for special occasions, and courtesy speeches, using extempore, impromptu, and manuscript delivery styles.

Emphasis is placed on outlining, organization of ideas, content, and the value of research. Opportunities for actual experience are offered in reading the daily student bulletin using the public address system and in introducing speakers and programs in school assemblies. A speech outside the classroom is a requirement for credit. This can be done in another subject area or class or in the community.

Co-curricular and contest activity is also encouraged. Basic speech is a prerequisite.

Parliamentary Procedure — Every-other-day — 1 semester — ¼ unit

This course is designed to give practical knowledge of basic parliamentary procedure as used to solve problems in a democratic society from the most formal to the informal groups.

Students elect officers and have them preside; prepare motions, bills and resolutions, and discuss and debate them in parliamentary-conducted meetings; and become oriented in correct usage and forms and procedures of parliamentary principles.

Discussion — Every-other-day — 1 semester — ¼ unit

This course is designed to stimulate students to speak out and express themselves in group action situations.

Students choose from such activities as field trip, visiting speakers, filmstrips, newspaper and magazine articles, books, television, programs, and other projects which are followed by discussion. School, community, state and national problems are used for panel discussions with library research preceding presentations.

Proper forms and techniques of formal discussion are introduced, and responsibilities and procedures of leaders are studied. Emphasis is on participation, and students will develop cooperative attitudes and respect for opinions and ideas of others. Standards for critical listening will be developed.

Argumentation and Debate — 1 semester — ½ unit

Emphasis in this course is placed on the elements of debate (analysis, research, logical reasoning, refutation, and delivery), extempore speaking, and legislative debate. This is preceded by research, cooperative deliberation on problems, participation, and thinking and listening critically. This course is recommended for students wishing to participate in competitive debate, but not necessarily limited to these students. Basic speech is a prerequisite, and students should have the recommendations of counselor and instructor.

Oral Interpretation — 1 semester — ½ unit

This course is designed to develop the skills or oral reading and to increase the student's appreciation of literature. Since independent study and an individual investigation approach is used, it is recommended for the serious, mature student who has a strong academic average and who can take the initiative and responsibility to work independently.

Emphasis is placed on transmitting the printed meaning to the listener by the reader. Appreciation and understanding of literature is developed through analysis and evaluation. Oral presentations of prose, drama, and poetry help the students to think creatively and strengthen their imaginations. Vocal and bodily techniques are studied as aids to develop self-confidence and poise, and students are encouraged to improve their ability to listen.

A co-ordinating project with American literature classes and storytelling in the elementary schools give students opportunities for actual experience in oral presentations. This course is recommended for students participating in contest activity, but not necessarily limited to these students.

Basic speech and American literature are pre-requisites.

History of the Theater — 1 semester — ½ unit

This course is intended to acquaint students with the dramatic tradition and the role of drama in the history of man. Students study the basic historical periods of theater such as Greek, Medieval, Elizabethan, and Modern, and read significant dramatic works from the various periods. Historical developments in scenery, lighting, acting, costuming, and makeup are also studied. Students will develop critical standards and taste in drama and increase their understanding of this genre as a source of insight into personal and social problems.

Acting — 1 semester — ½ unit

This course is designed to develop bodily and vocal response and to offer the foundation upon which good acting is built. Through study and exercises in pantomime, stage movement, voice, scene enactment, the process of creating a role, and directing, the student gains not only technical competence in acting but assurance, poise, and self-control as well.

Technical Theater — 1 semester — ½ unit

This course teaches the student theory and practical techniques of set design and construction, stage lighting, costuming, make-up, and sound effects through actual production on location both at the high school and at selected elementary schools. It enables the student to gain knowledge in all areas of technical theater.

APPENDIX C

Representative Student Programs

Student A

Evaluation for Placement: First quartile in English Usage
Lowest 25th percentile in reading
"D" rating in composition

10th year - "English Usage Workshop" (required)
"Reading Workshop" (required)

11th year - "American Literature, track 1" (required)
"Expository Writing Workshop" (required)

12th year - "Contemporary Reading" (elective)

Student B

Evaluation for Placement: Second quartile in English Usage
(non-college bound) Median in Reading
"C" rating in composition

10th year - "Basic English Usage" (required)
"Basics of Speech" (elective)
"Developmental Reading" (elective)

11th year - "American Literature, track 2"
"Basics of Expository Writing" (required)

12th year - "Mass Media Survey" (elective)
"Acting" (elective)

Student C

Evaluation for Placement: Fourth quartile in English Usage
90th percentil in Reading
"A" rating in composition

10th year - "American Literature, track 3"
"Basics of Expository Writing" (required)
"Research Techniques and Writing" (elective)

11th year - "English Literature" (recommended)
"Creative Writing" (elective)
"Basics of Speech" (recommended)

12th year - "World Literature I")elective)
"World Literature II" (elective)

APPENDIX D

CRITERIA FOR EVALUATION OF COMPOSITIONS*

	CONTENT	ORGANIZATION	MECHANICS	FLAVOR
Superior (A-B)	A significant central idea perhaps imaginatively conceived, but at any rate clearly defined, and supported with concrete, substantial, and consistently relevant detail	Theme planned logically, so that it progresses by clearly ordered and necessary stages, and developed with originality and consistent attention to proportion and emphasis; paragraphs unified and effectively developed; transitions between paragraphs explicit and effective	Sentences clear and grammatically correct (free of fragment, run-on sentences, comma splices, faulty parallel structures, dangling modifiers, errors of pronoun reference and verb forms). Punctuation careful, spelling generally correct, vocabulary accurate	Diction distinction fresh, precise and appropriate. Sentence structure effectively varied and mature. Unity, sincerity, and appropriateness of tone
Average (C)	Central idea apparent but trivial, or trite, or too general; supported with concrete detail, but detail that is occasionally repetitious, irrelevant, or sketchy	Plan and method of theme apparent but not consistently fulfilled; developed with only occasional disproportion or inappropriate emphasis; paragraphs unified and generally effective in their development; transitions between paragraphs weak or mechanical	Meaning not seriously weakened although occasional errors such as comma splices faulty parallel structures, dangling modifiers, and incorrect pronoun references and verb form may occur. Some deviation from standard grammar, punctuation, and spelling	Diction clear and appropriate. Sentences generally constructed correctly but lacking distinction. Insensitive to tone or weak in unity, sincerity, or appropriateness of tone
Unacceptable (D-F)	Central idea lacking, or confused, or unsupported with concrete and relevant detail	Plan and purpose of theme not apparent; undeveloped or developed with irrelevance, redundancy, or inconsistency; paragraphs incoherent, not unified, or undeveloped; transitions lacking	Sentence meaning frequently obscure with flagrant errors in fragments, run-on sentences, comma splices, faulty parallel structures, dangling modifiers, incorrect pronoun references and verb forms. Excessive deviation from standard grammar, punctuation, and spelling	Diction inappropriate, vague, or substandard. Phrasing hackneyed and monotonous. Total unawareness of tone

*Adapted from Indiana English Leaflet, Vol.3, No. 1. October, 1960.

APPENDIX D (cont'd.)

Student's Name _____

Grade Level _____

CRITERIA FOR EVALUATION OF COMPOSITIONS

	CONTENTS	ORGANIZATION	MECHANICS	FLAVOR
Superior (A-B)				
Average (C)				
Unacceptable (D-F)				

Teacher's Comments:

Course _____

Teacher _____

APPENDIX E

ATTITUDE RATING

Student _____

Course _____

Teacher _____

This student:

_____enjoys reading
_____reads only because required to
_____dislikes reading

_____finds the study of grammar interesting and important
_____endures grammar
_____is bored by grammar

_____likes to write compositions
_____writes because it is required
_____detests writing